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Yet it is largely this very effort at accuracy in narrating all the facts that has brought about the only real defect in the book. The style is apt to be heavy in places, and, in spite of the evident sequence in treatment, sharpness of outline is not often secured. Even a scientific investigator should not find it necessary to present all that he has discovered. In revealing the truth, it often becomes his duty to forget or omit part of his results. In historical research this neglect of certain details is absolutely necessary, if we are to secure a proper perspective or genuine interest in the subject. Moreover, one reason for writing a textbook is to save the reader the necessity of wading through a mass of records himself. Of course, this book of Mr. Brown's comes far from giving the contents of all the documents that he found relating to the subject, but much that appears in the second, third, and fourth chapters, for example, might be eliminated for the sake of interest and clearness, without sacrificing anything essential to the narrative.

This encyclopedic characteristic of the book would seem to prevent it from being a good textbook for any except advanced students. It would be a great boon to teachers, if Mr. Brown would consent to cut the work down to less than one-half its present bulk, and thus make a standard text on American secondary education. This should not mean the abandonment of the present volume, since it must always remain the great reference work on the subject and a most valuable source-book for advanced students. And whether this condensation ever takes place or not, it will be conceded that the author has produced one of the few great works on the history of education in America.

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*A History of England.* By CHARLES M. ANDREWS. Boston: Allyn & Bacon, 1903. Pp. xx+588.

*A Short History of England.* By EDWARD P. CHEYNEY. Boston: Ginn & Co., 1904. Pp. xvi+695.

*The British Nation: A History.* By GEORGE M. WRONG. New York: D. Appleton & Co., 1903. Pp. xxxii+616.

These three works constitute a welcome addition to the suitable school texts in English history. All have the qualities now deemed essential in such books, viz., prepared by an expert, and equipped with numerous authentic illustrations, carefully prepared maps, and a bibliography. They differ, however, in certain respects, so that a separate consideration appears useful.

Mr. Andrews' volume abounds in excellent illustrations, somewhat more than half being devoted to persons; and in numerous maps, notable among which are the series of seven illustrating England and France, 1154 to 1453, and three showing India in 1763, 1850, and 1903. Maps of Scotland, Ireland, and the Netherlands, with historical detail, are also given. A better equipment in this matter could scarcely be asked. The only notable omission is a map of physical feature and natural resources. Indeed, this aspect of English history seems to be too lightly treated, there being scarcely any reference to the important part which geography has played. The most distinguishing feature of the book is the excellent bibliographical material which Mr. Andrews

has placed at the end of each chapter and in the footnotes. To quote from the preface: "The footnotes are designed to call attention to critical questions and problems in English history; the bibliographies, to furnish a comprehensive list of the best books, with a brief commentary." They are, however, "intended for the teacher's interest, and not for the pupil's." That the author has here rendered a distinct service will be acknowledged by all serious teachers. The footnotes refer largely to available collections of documents, such as Adams and Stephens, Gee and Hardy, Prothero, etc. There are in the neighborhood of a thousand specific references in the footnotes alone. An extended chronological and numerous genealogical tables complete the teaching apparatus. The language of the text, while technical in many places, is clear and straightforward, and not above the pupil of the later years of the high school. That the book discourages memorizing and necessitates thoughtful study is certainly not a drawback. Mr. Cheyney's book is likewise freely illustrated. There are, also, besides numerous political maps, a map showing the physical features and a chapter of the text devoted to the geography of England. The bibliographical notes have been prepared with reference to the pupil as well as the teacher, and are grouped into "General Reading," "Contemporary Sources," and "Poetry and Fiction." (The valuable little collection, "English History Told by English Poets," should, however, be credited to its real editors, Bates and Coman, not to "Baker and Cowan" [p. 144].) Appended to each chapter is a list of special topics with specific references for their preparation. A novel feature of this book is the frequent explanation in footnotes of such terms as might not be readily understood by a pupil; such, for example, as "canon," "heresy," "prorogation," "dissolution," "corporation," "litany," "chantry."

Mr. Wrong's volume, while comparatively weak in maps, has nearly three hundred illustrations of great value. A large proportion of them are devoted to manners and customs and historical scenes, and are made of greater value by the brief notes calling attention to the specific fact which the picture illustrates. Social life and development receive marked attention, seven chapters being devoted to such topics as "Pre-Norman Civilization in England," "English Civilization in the Thirteenth Century," "Social Change in the Nineteenth Century." Accompanying each chapter is a summary of European history for the corresponding period, and a summary of dates. The bibliographical notes are, on the whole, unsatisfactory. The references are few, general in character, and unaccompanied by critical comments; while practically no reference is made to source material, now so abundant for school use. It should be noted, however, that the illustrations go far toward supplying the deficiency.

All three books will do much to raise the standard of teaching in English history, and fortunate is the school which has access to numerous copies of each.

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*Núñez de Arce's Haz de Leña.* A Drama in Five Acts. Edited, with Introduction and Notes, by RUDOLPH SCHWILL. Boston: D. C. Heath & Co., 1903. Pp. i-xxxiii (introduction), 1-139 (text), 141-153 (notes).

Gaspar Núñez de Arce, the most distinguished and polished of contemporary Spanish poets, is the author of a high order of lyric verse, much of which reflects the